




MINDFULNESS & MEDITATION


By Janet Rex



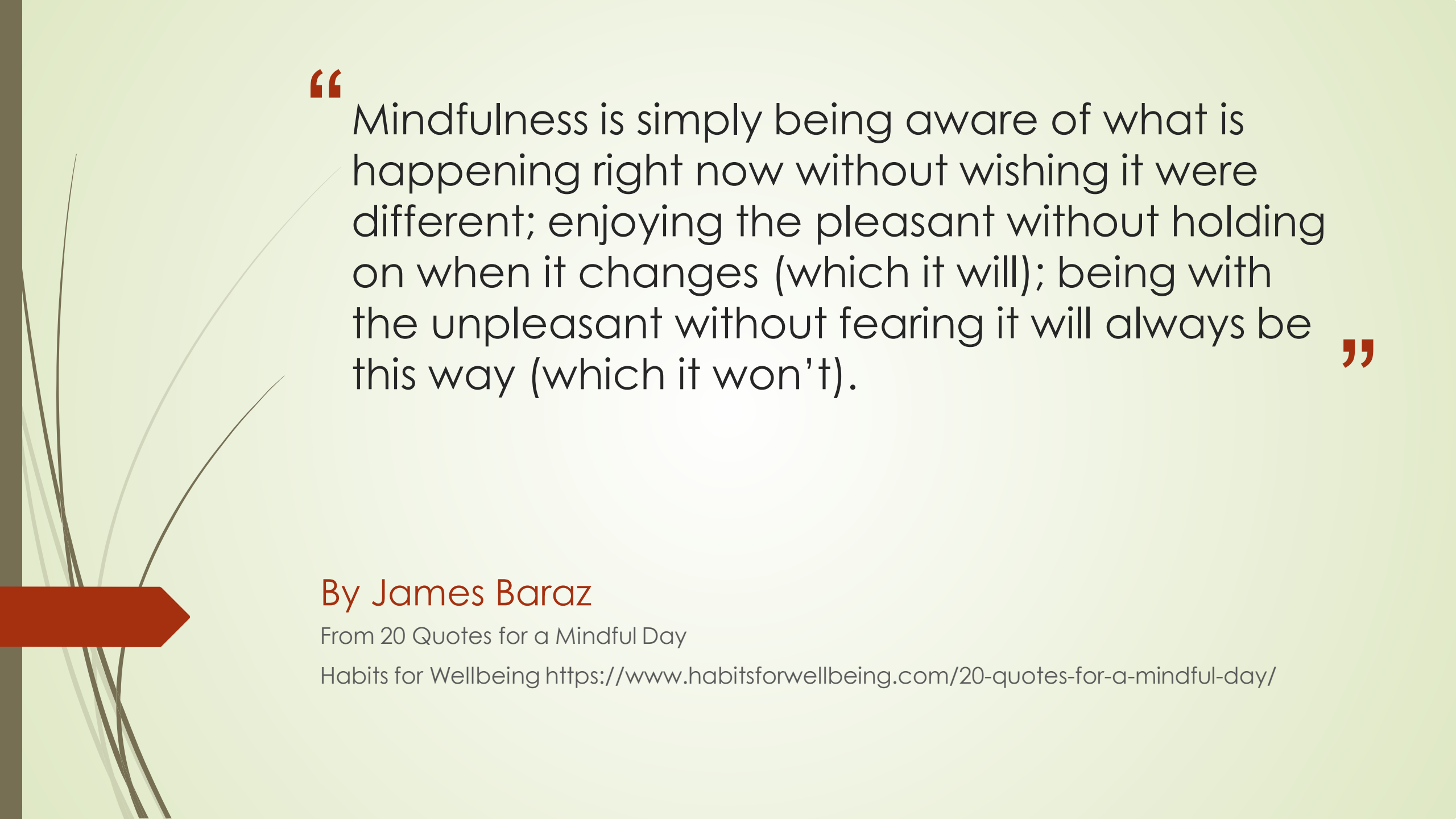
“Mindfulness is Defined as a
Moment-to-Moment
Awareness of One's
Experience without Judgment.”

Davis, D. M., & Hayes, J. A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. *Psychotherapy*, 48(2), 198-208. [where APA quote came from]

Ruhmann, E. (2017) Mindful librarianship. *American Libraries*, 48(6), 44-47. [quote used by the APA]



Kabat-Zinn, J. (2012). *Mindfulness for beginners: Reclaiming the present moment and your life*. Boulder, CO: Sounds True. [p. 25: Mindfulness is an awareness, cultivated by paying attention in a sustained and particular way: on purpose, in the present moment, and non-judgmentally.]

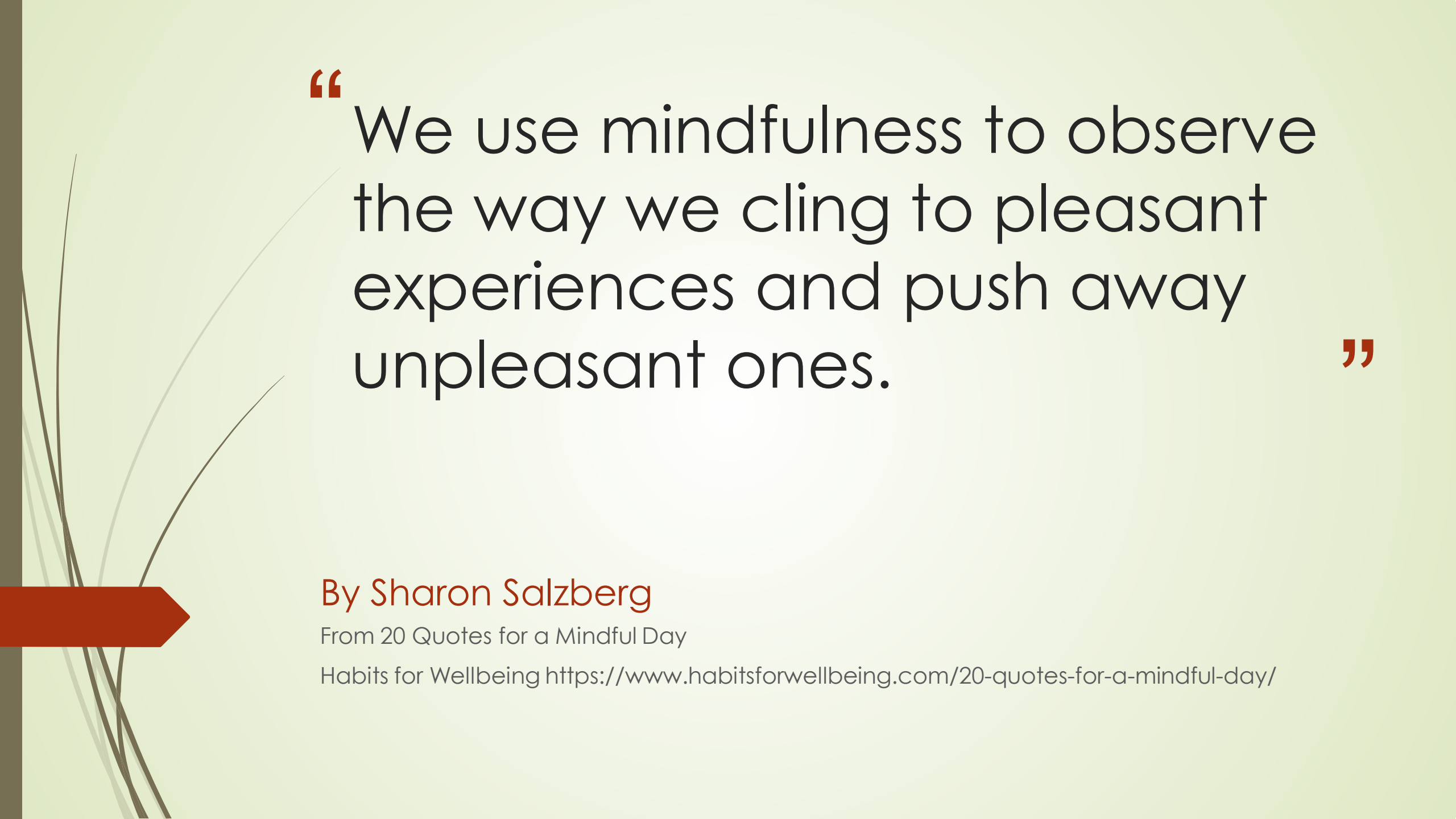


“ Mindfulness is simply being aware of what is happening right now without wishing it were different; enjoying the pleasant without holding on when it changes (which it will); being with the unpleasant without fearing it will always be this way (which it won't). ”

By James Baraz

From 20 Quotes for a Mindful Day

Habits for Wellbeing <https://www.habitsforwellbeing.com/20-quotes-for-a-mindful-day/>

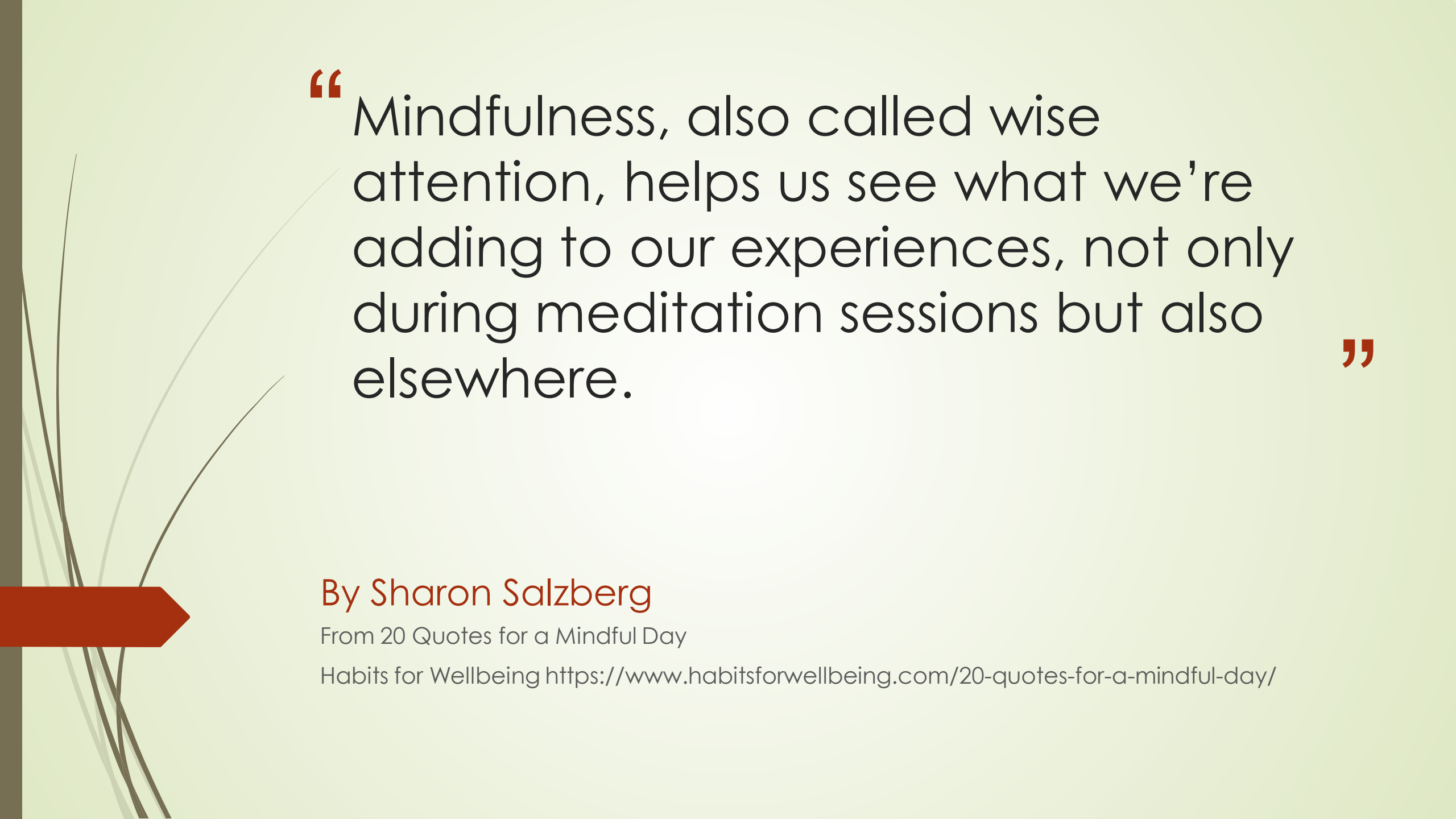


“ We use mindfulness to observe the way we cling to pleasant experiences and push away unpleasant ones. ”

By Sharon Salzberg

From 20 Quotes for a Mindful Day

Habits for Wellbeing <https://www.habitsforwellbeing.com/20-quotes-for-a-mindful-day/>




“Mindfulness, also called wise attention, helps us see what we’re adding to our experiences, not only during meditation sessions but also elsewhere.”

By Sharon Salzberg

From 20 Quotes for a Mindful Day

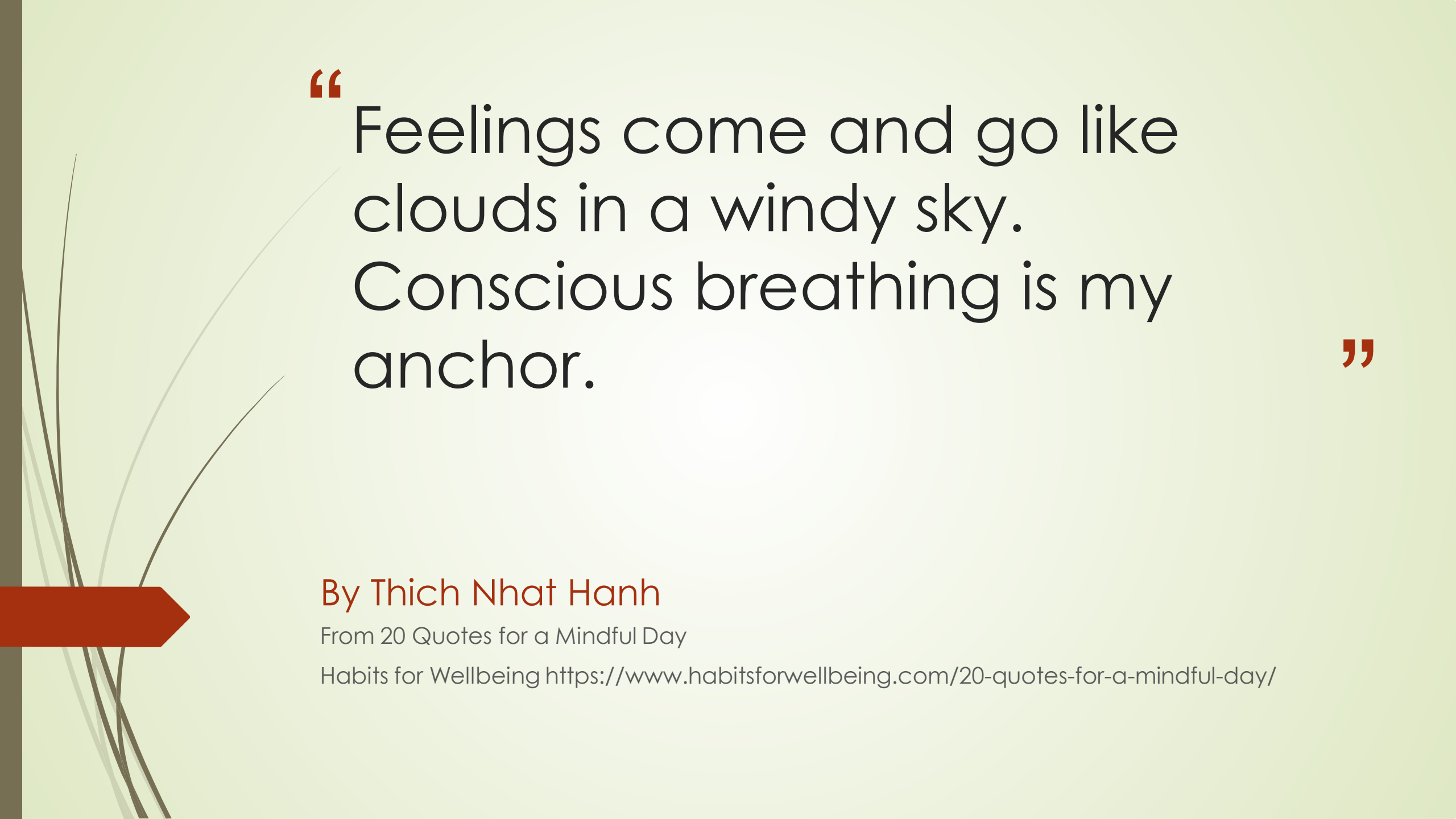
Habits for Wellbeing <https://www.habitsforwellbeing.com/20-quotes-for-a-mindful-day/>



“Meditation--the practice of moving beyond the thinking mind to enter a deeper state of relaxation or awareness.”



Lettus, D. (2010). Breath and relax! *Library Journal*, 135(14), 30-32.



“Feelings come and go like
clouds in a windy sky.
Conscious breathing is my
anchor.”

By Thich Nhat Hanh


From 20 Quotes for a Mindful Day

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STRESSORS LEADING TO BURNOUT OR HEALTH ISSUES


(Articles--Anzalone, Mastel & Innes, Ruhlmann, Toot)

- Declining Budgets
 - Do More with Less & Workload
 - Multiple Demands that lead to Multitasking
 - Barrage of Interruptions
 - Constant Change in Technology, Models & Roles
 - Technology Issues
 - People issues
- 



BENEFITS OF MINDFULNESS & MEDITATION WITH LIBRARY ASSISTANCE:

(Articles--Anzalone, Davis & Hayes, Mastel & Innes, Ruhlmann, Toot)

- Open Focus on the Moment
 - Empathy
 - Compassion
 - Greater Flexibility
 - Decreased Stress & Anxiety
 - Decreased Reactivity
 - Improved Relationship Skills
 - Enhanced Happiness & Wellbeing
- 



RESEARCH STUDIES (Ruhlmann, Moniz)

Holzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T., & Lazar, S. (2011). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry Research: Neuroimaging* 191(1), 36-43.

MINDFULNESS BENEFITS

- Chronic pain
- Tolerance of pain
- Parenting
- Depression
- Anxiety
- Stress
- Decrease in days of work missed
- Reduction in insomnia

STUDY MOST MENTIONED

- 8 weeks of mindfulness training (Mindfulness-Based Stress Reduction--MBSR) increased the density of gray matter in the brain region associated with emotion regulation, learning and memory processes, self-referential processing, and perspective taking bit.ly/2nhkXGh



GETTING STARTED WITH MINDFULNESS

1. Sit cross-legged on the floor with a pillow or in a chair with your hands on your lap. Make sure that you are comfortable—neither too rigid nor too relaxed.
2. Close your eyes and focus on your breath.
3. Follow the in and out movement of your breath. If you like, count to ten and repeat to create rhythmic cycles of breathing
4. If you find that your thoughts begin to wander, gently pull your attention back to focus on the breath—without judgment. Continue your count for whatever predetermined length of time you plan to meditate.
5. When you are ready, open your eyes.

Anzalone, F. M. (2015). Zen and the art of multitasking: Mindfulness for law librarians. *Law Library Journal*, 104(4), 561-577. Retrieved from <http://lawdigitalcommons.bc.edu/lslfp>, pages 570-571.



GETTING STARTED WITH LOVINGKINDNESS

“May you be free from danger.”

“May you have mental happiness.”

“May you have physical happiness.”

“May you have ease of well-being.”

Salzberg, S., & Kabat-Zinn, J. (2004). *Lovingkindness: The revolutionary art of happiness*. Boston: Shambhala.

Included in:

Mastel, K, & Innes, G. (2013). Insights and practical tips on practicing mindful librarianship to manage stress. *Libres*, 23(1), 1-8.



“

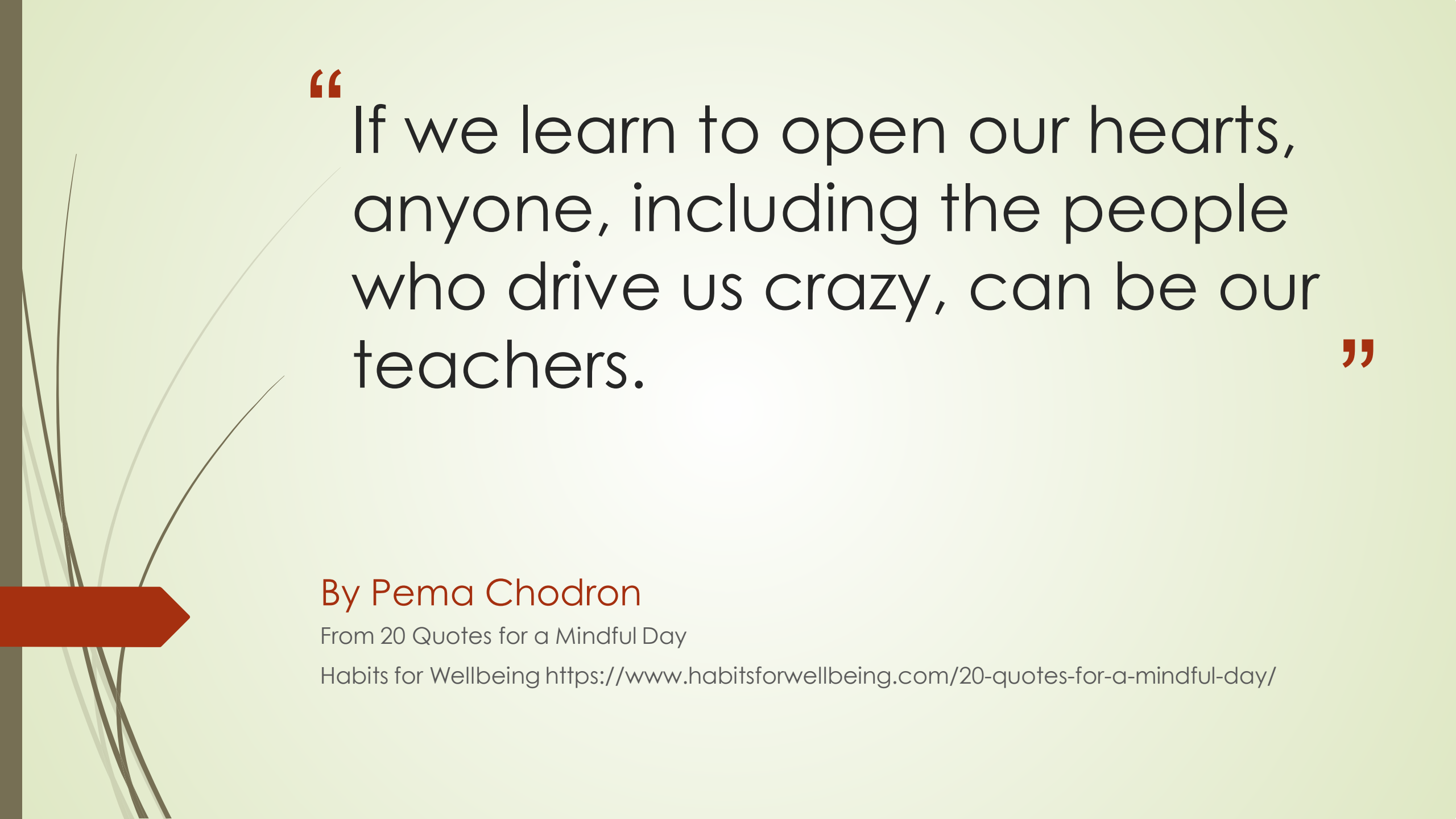
If you want others to be
happy, practice compassion.
If you want to be happy,
practice compassion.

”

By Dalai Lama

From 20 Quotes for a Mindful Day

Habits for Wellbeing <https://www.habitsforwellbeing.com/20-quotes-for-a-mindful-day/>



“If we learn to open our hearts,
anyone, including the people
who drive us crazy, can be our
teachers.”

By Pema Chodron

From 20 Quotes for a Mindful Day

Habits for Wellbeing <https://www.habitsforwellbeing.com/20-quotes-for-a-mindful-day/>

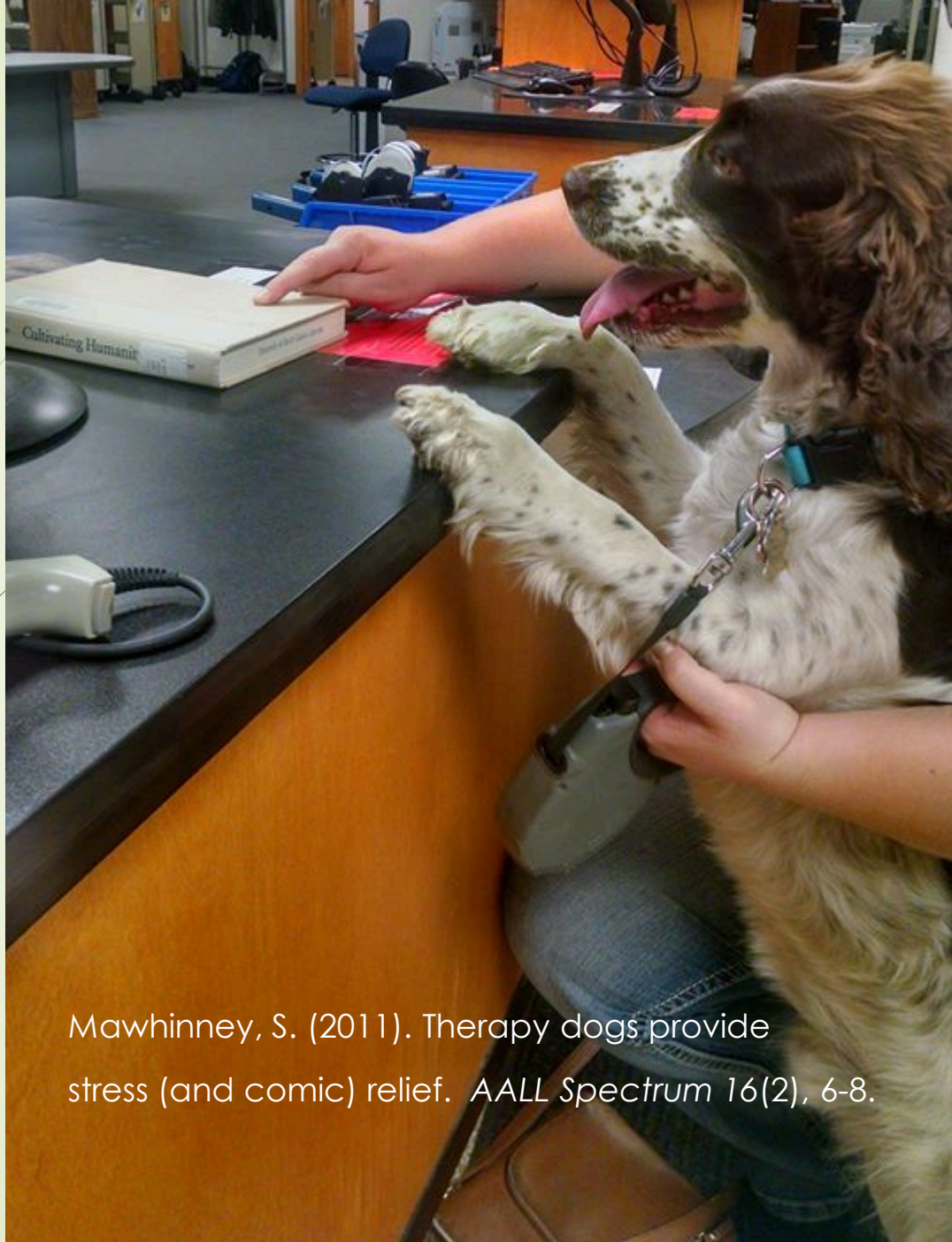


FOUR-FOLD BENEFITS OF ZEN MINDFULNESS IN DEALING WITH THE DIFFICULT PATRON:

Toot, L. (2002). Zen and the art of dealing with the difficult patron. *The Reference Librarian*, 36(75-76), 217-233.
http://dx.doi.org/10.1300/J120v36n75_20

NUMBERS OF DIFFICULT PATRONS WILL
DECREASE WITH:

- Mindfulness -- increases listening & focus of attention
 - Openness -- increases listening & focus of attention
 - Compassion – to self & others eases relationships
 - A Beginner's Mind – increases a flexibility to think of new solutions for problems
- A case study of a difficult patron adds to the understanding in this article



Mawhinney, S. (2011). Therapy dogs provide stress (and comic) relief. *AALL Spectrum* 16(2), 6-8.



BECOMING A REFLECTIVE LIBRARIAN & TEACHER: STRATEGIES FOR MINDFUL ACADEMIC PRACTICE (BOOK)

Reale, M. (2017). *Becoming a reflective librarian and teacher: Strategies for mindful academic practice*. Chicago, IL: American Library Association.

- Using:
 - JOURNALING
 - SELF-REFLECTION
 - For:
 - SELF-AWARENESS
 - To CONNECT MORE FULLY & SPACIOUSLY to the demands of librarianship
- 



“


There is no way to
happiness, happiness is the
way.

”

By Thich Nhat Hanh

From 20 Quotes for a Mindful Day

Habits for Wellbeing <https://www.habitsforwellbeing.com/20-quotes-for-a-mindful-day/>



THE MINDFUL LIBRARIAN: CONNECTING THE PRACTICE OF MINDFULNESS TO LIBRARIANSHIP (BOOK)

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos.

TABLE OF CONTENTS:


- Introduction to Mindfulness
- Mindfulness Movement in Education
- Mindfulness applied to the Undergraduate Research Process
- Mindfulness & the ACRL Framework for Information Literacy
- Building Mindful Relationships with Faculty
- Mindful Reference Service
- Mindful Library Leadership
- Solo Librarian



MINDFULNESS APPLIED TO THE UNDERGRADUATE RESEARCH PROCESS

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos.

PROVIDES SUPPORT VIA:

- Compassion & Lovingkindness
 - Being a mindful listener
 - Creating relationships
 - Welcoming students by name
 - Creating a nonjudgmental zone to alleviate stress & anxiety
 - Assistance through face-to-face appointments & research consultations
- 



MINDFULNESS & THE ACRL FRAMEWORK FOR INFORMATION LITERACY

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos.

FRAMES

- Authority is Constructed & Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

HAVE DISPOSTIONS CONNECTED TO MINDFULNESS

- Openness, awareness, decrease bias, empathy
- Process implies mindful practice, creativity, accepts ambiguity & uncertainty
- Adaptability, persistence in dealing with ambiguity
- Self reflection helps one understand agency
- Mental flexibility, creativity, resiliency



MINDFULNESS & THE ACRL FRAMEWORK FOR INFORMATION LITERACY

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos.

MINDFULNESS CONTRIBUTES TO

- Transformative – a shift in perception is aided by being reflective and looking at things with new eyes
- Irreversible – knowledge aids progress & growth so unable to return to the earlier state
- Integrative – seeing interrelatedness & connections in a unified whole

THRESHOLD CONCEPTS:

- Bounded – increases clarity, so one can see the boundaries of disciplines & ideas
- Troublesome – the beginner's eyes of mindfulness can see anew when one is stuck. Identity shifts are uncomfortable.




MINDFUL REFERENCE SERVICES:

Mindfulness helps with the RUSA Guidelines

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos.


- Visibility & Approachability
 - Interest
 - Listening & Inquiry
 - Searching
 - Follow-Up
- Mindful and unmindful reference scenarios are provided to clarify this chapter.




BUILDING MINDFUL RELATIONSHIPS WITH FACULTY:

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos.

MINDFULNESS IMPROVES:

- Active Listening
 - Being Engaged
 - Awareness of Communication Methods, such as nonverbal clues & differences in encoding & decoding messages
 - Interpersonal Synchronicity
- 



BUILDING MINDFUL RELATIONSHIPS WITH FACULTY:

Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos, p. 144.

LISTENING TIPS

- Write down the main point of the conversation
- Be focused & do not let your attention wander
- Listen to the verbal & nonverbal aspects of the conversation
- Push aside the urge to be distracted by the environment
- Control your emotions in response to what is being said

LISTENING STOPPERS

- Interrupting the person talking
- Giving advice to the speaker
- Stating disbelief in the speaker's words or situation



MINDFUL LIBRARY LEADERSHIP


Moniz, R., Eshleman, J., Henry, J., Slutzky, H., & Moniz, L. (2016). *The mindful librarian: Connecting the practice of mindfulness to librarianship*. Waltham, MA: Chandos, p. 144.

LEADERS SET THE TONE FOR THEIR LIBRARIES:

- In developing a vision for the organization & teamwork
- In using mindfulness to develop self knowledge
- In listening & providing positive coaching
- In showing compassion & inspiring trust
- In making a positive impact so employees react with connectedness rather than avoidance
- In responsibility for ethical action

FOLLOWING THE BUDDHIST NOBLE EIGHTFOLD PATH LEADS TO ETHICAL CHOICES:

- Right Concentration
- Right Action
- Right Livelihood
- Right Mindfulness
- Right View
- Right Effort
- Right Speech
- Right Thought & Intention



Nichol, J. (1987, November). ZEN AND THE ART OF USER FRIENDLY SERVICE: 1 — ORGANIZATIONAL CULTURE. *State Librarian: Journal of the Circle of State Librarians*, 35, 35-37, 39.

ZEN & SUPPORT CULTURE

- Support Culture is key for offering a high quality and empathetic service.
- Management gives more support & freedom to its workers
- Workers respond from the heart & create personal relationships with patrons
- “What can we do for you?”
- Affirms the worth & value of the patrons

AS OPPOSED TO:

- POWER CULTURE (charismatic personal leadership)
- ROLE CULTURE (hierarchical power exercised through rules, systems & procedures with employees rigidly in roles)
- ACHIEVEMENT ORIENTED CULTURE (dedicated to excellence, innovation & integrity, but provides unilateral definitions of patrons' needs)



Nichol, J. (1988, July). ZEN AND THE ART OF USER FRIENDLY SERVICE: 2 — COMMUNICATION SKILLS. *State Librarian: Journal of the Circle of State Librarians*, 36, 19-21, 24.

INTERACTIVE LISTENING

- Eye Contact
- Mirror & Echo—mirrors body posture, adapts talking speed & the kind of vocabulary
- Encouragement
- Paraphrasing
- Clarification
- Giving Feedback

INTERACTIVE QUESTIONING

- Factual Linking—build bridges between the information being provided & the areas of concern for the seeker
- Empathetic Questioning—shows interest & is nonjudgmental
- Use of nonverbal communication



MINDFULNESS MEDITATION IN THE CLASSROOM — Library of Information Science, University of Toronto

Hartel, J., Nguyen, A. T., & Guzik, E. (2017). Mindfulness meditation in the classroom. *Journal of Education for Library and Information Science*, 58(2), 112-115.

FOUNDATIONS OF LIBRARY & INFORMATION SCIENCE CLASS

- ▶ Mindfulness Meditation (3 minute guided meditation) begins each class
- ▶ Later in the semester, time is spent on other contemplative approaches—breathing, presence in the body, listening to positive affirmations
- ▶ Students refrain from using devices

ADDITIONAL SUPPORT

- ▶ Annual Wellness Event
- ▶ Retains Counsellor on the Student Services Team
- ▶ Maintains a Website on Mental Health Resources (Help Hub)



Working on computers creates a particular stress that might be lessened by adding a labyrinth



Pima Indian Labyrinth Design (Sparq Projector-Based Labyrinths)
To Ease Computer-Centered Workplace Stress—around 65% reported
more relaxed & less anxious after walking the labyrinth.

Cook, M, & Croft, J. B. (2015). Interactive mindfulness technology: A walking labyrinth in an academic library. *College & Research Library News*, 76(6), 318-322. [Bizzell Memorial Library, University of Oklahoma Norman Campus]



EFFECTS OF LABYRINTH WALKING IN AN ACADEMIC LIBRARY [W.E.B DuBois Library, U. of Mass Amherst]

Zucker, D. M., Choi, J., Cook, M. N., & Croft, J. B. (2016). The effects of labyrinth walking in an academic library. *Journal of Library Administration*, 56(8), 957-973. <http://dx.doi.org/10.1080/01930826.2016.1180873>

PRE & POST MEASUREMENTS:

- Lower systolic blood pressures in labyrinth walkers
- Lower pulse rates in labyrinth walkers

SELF-REPORT RESULTS WITH BIZZELL LABYRINTH QUESTIONNAIRE:

- Labyrinth walkers reported higher satisfaction than control subjects
- Labyrinth walkers reported higher relaxation than control subjects




“

Mindful librarianship--practiced with awareness, intention, an open mind, & a spirit of compassion—could make the difference in the success of our students, our profession, & ourselves.

”

Mastel, K, & Innes, G. (2013). Insights and practical tips on practicing mindful librarianship to manage stress. *Libres*, 23(1), 1-8.



A Selection of Resources

YouTube

Guided meditations, such as those led by Tara Brach or Kim Eng.

Facebook Group

Join the “Mindfulness for Librarians” Facebook group

Programs

Center for Mindfulness at the University of Massachusetts Medical School. Mindfulness-Based Stress Reduction (MBSR) Program—an 8 week course. Jon Kabat-Zinn.

Mindful Awareness Research Center (MARC) at the University of California, Los Angeles—offers a 6 week, self-paced prerecorded course with optional live chats.
marc.ucla.edu/online-classes




Most Cited Book References


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Hanh, Thich Nhat. (1999). *The miracle of mindfulness: An introduction to the practice of meditation*. Boston: Beacon.

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Williams, Mark, and Penman, Danny. (2012). *Mindfulness: An eight-week plan for finding peace in a frantic world*. New York: Rodale Books.




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Artman, Julie. (2017, August). *Keeping up with...Mindfulness*. Chicago, IL: Association of College & Research Libraries. Retrieved from http://www.ala.org/acrl/publications/keeping_up_with/mindfulness

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Zucker, D. M., Choi, J., Cook, M. N., & Croft, J. B. (2016). The effects of labyrinth walking in an academic library. *Journal of Library Administration*, 56(8), 957-973.
<http://dx.doi.org/10.1080/01930826.2016.1180873>



Janet Rex
Chester Fritz Library
University of North Dakota
701-777-4641
janet.rex@library.und.edu